**Call for Applications**

**HAQAA2 Training Course: IQA-4-Africa – From Pan-African Policy to Practice**

The “Harmonisation of African Higher Education, Quality Assurance and Accreditation (HAQAA)” is an initiative that has been established to support the development of a harmonised quality assurance (QA) and accreditation system at institutional, national, regional and Pan-African continental level. It is funded by the European Union Commission, in the context of the Africa-EU Strategic Partnership. Phase One (HAQAA1) was implemented from 2016 to 2018. Phase Two (2019 – 2022) is intended to build upon, upscale and promote the results of HAQAA1.

One of the HAQAA2 activities is the training component on internal quality assurance (IQA), will be led by DAAD working together in conjunction with the strategic regional partners (IUCEA, CAMES, SARUA, CNAQ, NAQAAE, ANAQ-Sup). The course addresses QA professionals in higher education institutions (HEIs) in Africa, building on the results of HAQAA1 training courses that have strengthened the importance of continental level training

HAQAA2 aims to utilise the expertise of relevant regional institutions and stakeholders by integrating them in the training process, the selection of participants, co-hosting of events and regional adaptation of course materials and methods. The IQA training on regional frameworks and specifically the ASG-QA will deal with both challenges and opportunities while taking into account different national and institutional environments and contexts. The course shall be delivered in a blended-learning format, starting with two online-seminars, followed by a week‐long face-to-face seminar. Graduates of the course may apply for dissemination projects afterwards to multiply knowledge at national or regional level.

**Content and Methodology of the Training**

The IQA course will be organised in four different cohorts. The countries are grouped according to linguistic and regional criteria as follows:

* **Cohort 1 (anglophone)**: Ethiopia, Egypt, Eritrea, Libya, Kenya, Uganda, Rwanda, Tanzania, Sudan, South Sudan, Somalia, Burundi, Ghana, Gambia, Nigeria, Liberia, Sierra Leone
* **Cohort 2 (francophone)**: Tunisia, Morocco, Algeria, Mauritania, Senegal, Guinea, Côte d’Ivoire, Burkina Faso, Mali, Benin, Niger, Togo
* **Cohort 3 (francophone)**: Cameroon, Equatorial Guinea, Gabon, Central African Republic, Chad, Madagascar, Congo, RD Congo, Djibouti, Comores, Burundi
* **Cohort 4 (anglophone)**: South Africa, Mauritius, Namibia, Eswatini, Lesotho, Mozambique, Angola, Malawi, Zambia, Botswana, Zimbabwe, Seychelles, Sao Tomé e Principe, Cabo Verde, Guinea Bissau

The training approach will include presentations by experts, interactive discussions among the participants (peer learning), case studies and individual feedback and coaching. And will focus on legal frameworks, the relationship between internal (IQA) and external quality assurance (EQA), tools and procedures of quality assurance placing special emphasis on the PAQAF and its implications at national and institutional levels. The aim is to offer a platform for sharing both African and European experiences. Further, roles and functions of QA managers will be an area of focus, as well as the relationship to internal and external stakeholders.

Through the online platform, selected participants have an opportunity to work on questions and self-assessment tasks and to network with other participants and trainers prior and during the course activities. It will provide additional learning materials such as videos, screen casts, handbooks, other tools (templates, checklists etc.).

**Main expected learning outcomes of the course:**

* Participants are familiar with the objectives of the African higher education landscape and more specifically, the PAQAF, the ASG-QAs and related tools such as the AQRM etc.)
* Participants are in the position to contextualise regional and international QA frameworks, to discover the linkages between EQA an IQA and to find ways how to turn these standards into practice in a meaningful way.
* Participants are aware of their own function as QA managers and able to reflect on the various roles and responsibilities of different higher education stakeholders including university leadership, ministries and QA agencies, professors and students as well as the labour market,
* Participants understand the concept of quality as well as the different QA models in higher education. They can differentiate between institutional QA culture and EQA processes and understand the important interplay between these two dimensions.
* Participants know the current QA situation in their region as well as common challenges and demands.
* Participants have identified main challenges for QA in their regional and institutional environments and have worked on options for improving their internal systems (change management).
* Participants are familiar with project management tools and able to stimulate and implement reform projects in their institutions.

**Target group**

The course targets current QA managers and leaders in higher education institutions, who have been active in national and regional networks and have a clear commitment to increasing African continental collaboration and practice sharing in this field.

**Selection criteria:**

The selection process will take into account country and gender balance and consider the following criteria for individual participants:

* **Must officially be nominated by the national authority** (quality assurance agency or other regulatory bodies in charge for EQA);
* Come from higher education institutions and have a clear responsibility for quality assurance (regulation, accreditation etc.);
* Have at least 2-3 years work experience in the field of quality assurance;
* Be in a position to spread their knowledge into their institution and beyond;
* Be fluent in both written and spoken English/French skills (according to the cohort’s course language)
* Be available to attend all parts of the course (to be confirmed by the university leadership in the commitment letter)
* Demonstrate clearly their motivation for the course and their interest in Pan-African activities (motivation letter)
* Have an interest in further disseminating knowledge gained and possibly applying for further ‘train the trainers’ activities

**Time Schedule for Cohort 1**

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| --- | --- |
| 31 July 2020 | Nomination Deadline |
| September 2020 | Selection results |
| 13 November 2020 | Online-Seminar I |
| 24 November 2020 | Online-Seminar II |
| 30 Nov. – 04 December 2020 | Face-to-face seminar (venue tbd) |

**Funding of the Training**

The following expenses will be covered

* International travel costs: Flight (economy-class flights/economy-class equivalents) roundtrip tickets to attend the face-to-face seminar segment.
* Accommodation incl. Breakfast and joint meals during the ‘presence’ phase
* Visa costs, if applicable

The activity course fees are covered by the EC, however, any additional expenses such as in-country transportation costs, i.e. from the participants’ place of residence to the airport and back should be covered by the participating institutions.

***Note:*** *the organisers do not pay out any per diems*

**Activities in the Covid-19 global pandemic situation:**

Because of Covid-19 pandemic, it is possible that the schedule and/or forms of delivery will be adjusted and that the face-to-face seminar will be conducted remotely only. Participants are asked to save the announced dates. Selected applicants will be informed in due course should there be any changes. Participants are therefore required to have a stable and speedy access internet access on a regular basis as well as working hardware[[1]](#footnote-1).

**Nomination and Selection Procedure**

National authorities submit their nominations of a maximum of four candidates from to haqaa@daad.deby **31st July 2020**, attaching the following documents of each candidate (in English or French according to the course language):

1. Application form (incl. curriculum vitae; see attached form annex I);
2. Letter of motivation (see attached form annex II);
3. Letter of commitment submitted by the university leadership (see attached form annex III).

The nominating institutions and all applicants will be informed about the result of the selection process in September. Invitation letters and visa supporting documents will be sent to selected participants.

Questions regarding the course and the application process should be addressed to Berit Stoppa (DAAD) via the address haqaa@daad.de.

1. Besides easy computer access, participants should have a headset available for communication and possibly a smartphone to install Apps for easier communication. [↑](#footnote-ref-1)